

## **ABSTRACT**

**THESIS:** The Link Between Collegiality and Job Satisfaction Among Faculty: Exploring Variation across Race, Gender, and Rank

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Collegiality has been a consistent topic in the literature in the discussion surrounding individual academic success in higher education. Researchers have explored the degree to which the collegiality of an academic department matters (Alleman and Haviland 2016; Clark and Corcoran 1986; Ponjuan, Conley, and Trower 2011; Victorino, Nylund-Gibson, Conle 2018). The topic of the larger department culture impacting an individual's career trajectory has become increasingly important as the organizational structure of academia continues to shift from majority tenure-track lines to the majority being non-tenure contract positions (Alleman and Haviland 2016; Webber and Rogers 2018). This paper will attempt to explore how different members of the university community (i.e., ranks of faculty) define collegiality, whether collegiality significantly influences job satisfaction, and whether there is variation across race, gender, and faculty rank in relation to this trend. This will be done by surveying faculty at universities in the United States and by over-sampling minority populations. By determining how different faculty define collegiality, and what constitutes a collegial department, we can further understand if increased collegiality leads to increased work satisfaction and the impact it has on academic success for non-tenured faculty and women and racial and ethnic minorities.